

Grade

12

LEVEL:

SECONDARY

FIT CHANGE

OBJECTIVE:

To self-assess the personal and environmental factors that facilitate or impede regular exercise participation.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Determinants of Probability to Exercise--Personal Attributes" handout, "Determinants of Probability to Exercise--Environmental Attributes" handout (see Grade 12 Handout Masters).

INFORMATION:

An important factor in maintaining an active lifestyle over a long period of time is an understanding of the personal and environmental attributes that facilitate or impede regular exercise participation. One of the ways to prepare students for resisting or recovering from a relapse is to identify these facilitating and impeding determinants. While not all of these attributes are modifiable, the knowledge of their existence and relative degree of influence can be helpful in maintaining a physically active lifestyle beyond school years.

CLASS ARRANGEMENT:

Individuals.

INSTRUCTIONAL STRATEGIES:

Discuss with the students the personal and environmental attributes of exercise participation. The personal attributes include smoking, educational status, biomedical status (weight and perceived health), activity and school athletics, and psychological traits (perceived physical competence, self-motivation, attitude towards exercise, and self-efficacy for exercise).

The environmental attributes identified include time, access to facilities, disruptions, social and family support, peer influence, physician influence, and climate suitability.

EVALUATION/MODIFICATION:

The individual can use the tables in the handouts for self-assessment by assigning points in each category. The total point score is classified according to high, moderate, marginal, or low probability to exercise. The point values are simply judgments based on the best available empirical literature on determination of physical activity and exercise.

STICKING To It

OBJECTIVE:

To identify a plan of action reached from the six determinants of exercise participation.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom/gymnasium.

INFORMATION:

Starting an exercise program is the easy part. For many people, staying with it, or adherence, is the hard part. Exercise adherence is the ability to stay with an exercise program, not just for several months but for a lifetime. Because exercise is so important, researchers have looked at reasons why people stop exercising. The most cited reasons include lack of time, inconvenience, boredom, and discomfort. These reasons are not insurmountable obstacles and do not have to occur.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Read the following and state specifically what, if anything, your continued commitment to better health and fitness will be.

1. Make the Commitment. Developing a high level of fitness requires consistency, some dedicated effort, and a willingness to make physical activity a regular part of your life. You don't have to endure a "Spartan existence of nothing but push-ups and carrot sticks" but a certain amount of time and effort is required.
2. Keep It Enjoyable. Exercise, like medicine, doesn't have to "taste bad" in order to be beneficial. Your chances of staying with it, however, are much better if it is enjoyable as well as effective.

What activities will you do?

3. Start Easy and Let It Build. Keep within your physical capabilities. Add to your program as your strength and stamina increase. It won't be a painful experience if you start off sensibly and gradually step up the workload in easy increments.

How will you start?

4. Pick the Right Time. The time of day when you exercise doesn't really matter. The important thing is to pick a time that suits your temperament, lifestyle, and work schedule so that "finding time" will be less difficult. Exercising before school can be stimulating and after school it can be relaxing. Determine what time of day you usually feel most energetic and try to establish that as your regular activity time.

When is a good time for you?

5. Be Steady and Consistent. Try to schedule your workouts on a regular basis and maintain that schedule. Research indicates that the effects of a workout is lost after 72 hours, and you start to become "deconditioned." Try to go through your program at least every other day.

How often will you exercise?

6. Keep a Fitness Log. Using an exercise card is a good idea. Record the dates of your workouts, the exercises and the repetitions you performed, your heart rates, your body weight, and how long it took you to complete the program. This information will lend added interest and direction to your routine.

Grade

12

LEVEL:
SECONDARY

EXERCISE

SELF-CONTRACT

OBJECTIVE:

To compose a contract specifically stating what tasks a person will do to maintain health-related fitness components.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Health-Related Fitness Self-Contract Plan" (see Grade 12 Handout Masters), pencil.

INFORMATION:

The instructor and the students must be versed in appropriate activities done to satisfy each of the health-related fitness components.

CLASS ARRANGEMENT:

Typical arrangement of students in a classroom situation.

SKILLS NEEDED:

Skills and desire to perform various activities that can fulfill the "Health-Related Fitness Self-Contract Plan."

INSTRUCTIONAL STRATEGIES:

Students are given contracts and are asked to compose a week of a health-related fitness routine they desire to pursue. It is possible that some days no aerobic activity takes place but flexibility exercises as well as muscular endurance/strength routines might occur. On other days, only aerobic activity (stretching is recommended before and after activity) and no muscular endurance/strength routines are done. On at least one day, there should be rest and relaxation!

EVALUATION/MODIFICATION:

Students could work in groups of similar likes, lifestyles and interests to compose a month-long (week at a time) health-related fitness program. Students are encouraged to perform (train) the contract together. Also, students may work in groups to develop a semester or year-long contract showing exercise related to the various seasons of the year.

PERFECT PLANET

OBJECTIVE:

To emphasize the influence of peer pressure in making sexual decisions.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Week 1: "Perfect Planet" handout for each group of five students; Week 2: "Perfect Planet" handout for each student.

INFORMATION:

This activity is done twice—once as a group of five and one week later individually to make a comparison of group versus individual risk-taking behavior.

CLASS ARRANGEMENT:

Small group/individual.

SKILLS NEEDED:

Group cooperation/consensus.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into groups of five students. Give each group a handout.
2. Ask the students to read the scenario and select only one choice as a group. Allow five minutes. Ask for an answer from each group and plot the group choices on an overhead projector.
3. One week later, pass the same sheet to each student to make their choice alone and with no discussion. Collect all choices. Plot the choices on a board.
4. When students see their group choices versus their solo choices, they are confronted with the usual discrepancy. Discuss why group choices are more high risk than individual choices.

EVALUATION/MODIFICATION:

The "Perfect Planet" handout may be written to be more appropriate for different cultural groups.

RESOURCE:

Duryea, E, University of New Mexico, Albuquerque, NM.

ALCOHOL AND RISK BEHAVIORS

OBJECTIVE:

To compare the relative risk of getting into trouble from alcohol-related behaviors.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:


Classroom.

EQUIPMENT/MATERIALS:

Make a set of 3" x 5" or 5" x 8" cards with one risk behavior on each card (see list of risk behaviors in Grade 12 Handout Masters), masking tape (one piece per risk behavior card).

INFORMATION:

Prepare a continuum on the board or wall before class (see example below):

Totally Safe  Totally Unsafe

This activity works well as an introduction or part of a unit on alcohol and personal risk.

CLASS ARRANGEMENT:

Individual and group problem solving.

SKILLS NEEDED:

Judgment of risk behavior and appropriate location of risk behavior on the continuum.

INSTRUCTIONAL STRATEGIES:

1. Give each student an index card with a risk behavior on it. Ask the students, "What would be the consequence of that behavior?" Discuss a sampling of the consequences after calling on volunteers to read their behavior.

2. Bring their attention to the risk continuum on the wall. Ask each individual to determine a level of risk for the behavior that they have. Have them place the card on the continuum from “totally safe” to “totally unsafe” using a piece of masking tape for the back of the card.
3. After all the cards have been placed on the continuum, start on one side on the continuum and read off the behaviors. Ask for group consensus, moving behaviors as appropriate. (Remind students that the purpose of the exercise is to identify the relative risk of each behavior, not to judge those who placed the card.)
4. Ask students to look at the behaviors and privately consider where they stand. Ask the students, “Are the risks you take consistent with your personal goals?”

EVALUATION/MODIFICATION:

- This same teaching strategy can be used to evaluate behaviors related to dating and sex, transmission of HIV, etc.
- Laminate cards for future use.

RESOURCE:

ETR Associates, Santa Cruz, CA.

EXPRESSING LOVE AND SEXUAL FEELINGS

OBJECTIVE:

To be able to describe a wide range of ways to express love and sexual feelings without having sexual intercourse.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Expressing Love and Sexual Feelings" handout (see Grade 12 Handout Masters).

INFORMATION:

Showing love in ways other than sexual intercourse is an important factor in successful romantic love relationships for most people. Acknowledge to students that an important factor in developing a very special, caring relationship as a couple is to express affection in ways other than by intercourse. Since sexuality is more than having sex, we can be "sexual" by showing people we love them in many ways. Some of these are things learned in family relationships and in friendships. In this activity the students will be asked to think about what behaviors really show them, or would show them, that another person is "in love" with them.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Ask students to list all the ways they express affection and love for their parents, siblings, grandparents and close friends. Write these on the chalkboard as they are provided. (The list may include activities like: smiling, giving gifts, doing favors, hugging and kissing, confiding in others and being honest.)

2. Ask the students:
 - Which of these make people feel cared for?
 - Which of these require that you go out of your way for the other person?
3. Explain that the same activities listed on the board are also very important ways to express love to a person they are “in love” with.
4. Distribute the "Expressing Love and Sexual Feelings" handout. Direct students to take five minutes to write individual responses to the three questions on the handout.
5. Have the students divide into small groups (maximum of five students per group) to discuss their responses to the questions. Allow 10 minutes for this discussion. Then have each group select a recorder who will report group members' responses to the whole class.
6. Reconvene the class. Have the reporter from one group report on responses to the first question. Encourage discussion and comments from other groups. Have a second group report on responses to the second question and discuss. Continue this procedure with the last question. Summarize and reinforce the key points offered by the groups.
7. Summarize the lesson by complimenting the students on the wide range of ways, not involving sexual intercourse, they came up with to express love and sexual feelings. Comment on how having sex does not necessarily prove you love someone. Abstaining can be a test of love. Sexual abstinence, voluntarily avoiding or delaying sex, can allow time to test the endurance of love beyond the first attraction.

EVALUATION/MODIFICATION:

Obtain the brochures 101 Ways to Make Love Without Doing It and 101 Ways to Say No to Sex from ETR Associates to distribute to students.

RESOURCE:

ETR Associates, PO Box 1830, Santa Cruz, CA 95061-1830.

A PROTECTIONIST APPROACH

OBJECTIVE:

To explain how a latex condom with nonoxynol-9 correctly used can reduce the spread of STD and HIV.

LIFE SKILLS:

To promote disease prevention as part of a healthy lifestyle; to promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Red food coloring, tissue or paper towel, index card, nonoxynol-9 gel.

INFORMATION:

Abstinence is the best means for preventing the transmission of HIV and pathogens that cause STD. However, according to researchers, about half of all students engage in sexual intercourse before the age of 18. For those who engage in sexual intercourse, the role that condoms can play in the prevention of STD and HIV infection is important to understand.

Use the information from the Centers for Disease Control (see Appendix B) to be medically and scientifically accurate when discussing the effectiveness of condoms.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Explain to the students you are going to demonstrate how a condom can offer a person protection from certain kinds of pathogens. Divide an index card in half and spread a layer of nonoxynol-9 gel on the front of one half. Place one small drop of red food coloring over the petroleum jelly and another small drop on the front of the half of the index card that has no nonoxynol-9 gel. You will notice that the red food coloring will remain as a bead on both places.

2. Explain that the card represents two people. The half of the card without the nonoxynol-9 gel represents a person who takes no precautions with a partner. The half of the card with the nonoxynol-9 represents a person who has made the choice to be sexually active but wishes to show some responsibility toward preventing transmission of HIV and/or an STD pathogen. After waiting about two minutes, use a paper towel to absorb the red food coloring from each half of the index card.
3. Once the red food coloring has been absorbed in the paper towel, you will notice that the half of the index card that was not covered with nonoxynol-9 has absorbed food coloring. Instead, the food coloring was completely absorbed in the paper towel. Students can conclude that the nonoxynol-9 (condom) served as a barrier for HIV and STD pathogens.
4. Ask the students to imagine that the red food coloring was HIV. Tell the students you wish to remove the red color from the index card (body). You may take an eraser and try to wipe out the red mark. The mark will not be removed. It is inside the card. Tell students that when HIV has been absorbed into a person's bloodstream, it remains inside the bloodstream for the remainder of a person's life. There is no way to remove HIV from a person's body. Eventually, HIV infection leads to the development of opportunistic infections and eventually, AIDS.

EVALUATION/MODIFICATION:

You can modify this lesson to demonstrate that condoms are not 100 percent effective by placing a slit in the half of the card coated with nonoxynol-9 so that some of the food coloring can spill through. Explain that a tear in the condom can render it ineffective because HIV and STD pathogens can pass through and infect a partner as well as allow the person wearing the condom to be at risk for HIV infection and STD.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. TM Blacklick: Meeks Heit Publishing Company, Inc.

Grade

12

LEVEL:

SECONDARY

UNDERSTANDING THE TOBACCO INDUSTRY

OBJECTIVE:

To understand the impact of the tobacco industry on economics and health risks.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Tobacco Industry Advertising and Promotion" handout (see Grade 12 Handout Masters), "Youth Access to Tobacco Products Control Act" (see appendix C).

INFORMATION:

Tobacco contains substances that can kill a tobacco user when the products are used as directed. The tobacco industry is very powerful and adept at manipulating health facts and promoting their products. Because they have so much money, they can buy influence in legislatures across the country and support laws that are not very restrictive against tobacco use or against the sale of tobacco to minors. A great deal of money is spent on advertising in magazines read by young people and to support cultural and sporting events.

This lesson plan activity is designed to put students to work in their own community to research the impact of the tobacco industry on their lives.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Divide the class into small groups, having each group research the role and impact of each of the following subjects:

- a. Lobbyists who act on behalf of tobacco-related groups such as growers, distributors and retailers.
- b. Incentives and subsidies that are available to the tobacco industry, locally, at the state level and at the federal level.
- c. Laws currently governing smoking in public places or laws being considered to regulate the use of tobacco products.
- d. Recent court cases on the liability of tobacco producers for illness caused by using tobacco.

Have the small groups report back to the class the information they were able to discover.

EVALUATION/MODIFICATION:

Students can organize a letter-writing campaign to legislators at the local and state levels requesting that Montana's law prohibiting the sale of tobacco to minors be strengthened. Currently, the law states that no local community can have a law stronger than the state law. Current Montana law also forbids the possession or use of tobacco by persons under the age of 18 (see Appendix C).

RESOURCES:

Tobacco Free Montana, 825 Helena Avenue, Helena, MT 59601 (442-6556) or (1-800-LUNG-USA).

American Heart Association: Heart Decisions Module Two, Follow-Up Activity #4.

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LEVEL:
SECONDARY

LAST WILL AND TESTAMENT

OBJECTIVE:

To creatively reinforce positive behaviors.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Jacob M. Bayfield Will and Testament" handout, biographical sketches of the Bayfield children (see Grade 12 Handout Masters).

INFORMATION:

Students are asked to work in four groups to participate in a scenario about an eccentric millionaire with four children. The millionaire has recently died and in his last will and testament left his fortune to only one of his four heirs.

Each group is to serve as a team of lawyers to try to get the inheritance for their client (one of the four Bayfield heirs). Each group will be given a biographical sketch of the heirs to create a defense for the client assigned to them. The students are asked to identify influences that might pressure the client to smoke and demonstrate how their client can resist those influences. Each group is asked to defend the health habits or characteristics of their client.

CLASS ARRANGEMENT:

Large group, small groups.

INSTRUCTIONAL STRATEGIES:

Students should receive the handout of the "Jacob M. Bayfield Will and Testament." As the groups start to work, help them focus on influences, resistance, barriers to resistance, viable alternatives to tobacco, obstacles to a smoke-free life, general lifestyle of each client, and the clients' contributions to community welfare. Follow with an activity in which the groups define the health habits or characteristics of their clients.

RESOURCE:

A Smoke Free Generation, Activity 1, Day 1, The Will to be Healthy, pp. 2-11, Minnesota, Inc.

AWARENESS OF SMOKING HABIT

OBJECTIVES:

To understand why students are addicted to tobacco; to understand ways to overcome the addiction.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Three Aspects of Smoking" handout, "Tobacco Sentence Completion" handout, "Why I Want To Smoke, Why I Want To Quit" handout, "American Cancer Society Tip Sheet" handout, "What A Smoking Friend Can Do To Help" handout (see Grade 12 Handout Masters).

INFORMATION:

It is important to encourage young smokers to quit smoking. Many times students don't analyze reasons for tobacco use and often think they can quit any time they want to.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Distribute the "Three Aspects of Smoking" handout and have students complete. After completion, discuss the results. Distribute the "Tobacco Sentence Completion" handout and have students complete the handout. Discuss the results.

Distribute the "Why I Want to Smoke, Why I Want to Quit" handout and have the students brainstorm reasons for smoking or for quitting.

Discuss the "American Cancer Society Tip Sheet" and "What a Smoking Friend Can Do to Help" handouts. Allow time for questions and answers.

EVALUATION/MODIFICATION:

The students could keep a diary of the number of cigarettes smoked in a 24-hour period and how the student was feeling at the time.

RESOURCES:

Tobacco Free Montana, 825 Helena Avenue, Helena, MT 59601 (442-6556) or (1-800-LUNG-USA).

The American Heart Association.

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LEVEL:
SECONDARY

CANCER PROTECTORS

OBJECTIVES:

To identify foods that can protect us against cancer; to analyze the effects the economy and/or geographic location have on the risk of having cancer.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Cancer Protectors" handout, "Cancer and the Economy" handout (see Grade 12 Handout Masters), samples of cruciferous vegetables (see list below).

INFORMATION:

Cancer is the second leading cause of death in the United States. Cancer develops through multiple steps but the two main steps are initiation and promotion. Most people are exposed to the initiation process because cancer-causing agents are present in our environment. However, initiation does not inevitably lead to cancer.

Cruciferous vegetables are vegetables in the cabbage family with leaves that form a cross. Cabbage-family vegetables contain compounds which may work as inhibitors. Other food factors such as fiber, vitamin C and vitamin A (beta-carotene) may also provide protective factors.

Some forms of cancer seem to be hereditary and some seem to be related to obesity. Within a country, the prevalence of some cancers seem to vary with income levels and lifestyles. In the United States, Seventh Day Adventists, Mormons, and vegetarians have a lower mortality rate from cancer than the general population.

CLASS ARRANGEMENT:

Individual.

INSTRUCTIONAL STRATEGIES:

1. Define the term "cruciferous," and display examples of cruciferous vegetables. Allow students to examine the shape, texture, and odor of all the food samples. Examples of cruciferous vegetables include bok choy, brussel sprouts, cabbage, cauliflower, chinese cabbage, kale, kohlrabi, mustard greens, radish, rutabaga, turnip, and watercress.
2. Distribute the handout, "Cancer Protectors." Discuss the protectors and how they work to protect us from cancer.
3. Upon completion of the handout, ask students to share their answers with the class.

EVALUATION/MODIFICATION:

Distribute and study the handout, "Cancer and the Economy." Discuss the dietary habits of these groups, and how they may relate to the rates of cancer in that country.

RESOURCE:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

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SECONDARY

THE PESTICIDE DILEMMA

OBJECTIVES:

To make informed choices regarding pesticide use; to learn how to minimize pesticides in food.

LIFE SKILL:

To promote proper nutrition as a part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Pesticide Information Sheet" handout, "Alternatives to Use of Pesticides" handout (see Grade 12 Handout Masters).

INFORMATION:

The media has recently focused on how the use of pesticides could put potentially dangerous levels of chemical residues in foods. This has caused much controversy and consumer uncertainty in the consumption of foods that may be treated with pesticides. Different sources have different opinions about whether or not pesticide residues are dangerous to people.

People concerned about the possible presence of pesticides in food products have ways to help minimize pesticides in the foods they eat. They can:

- wash fruits and vegetables before eating,
- scrub and peel vegetables,
- do not touch the inside of the banana after touching the outside banana peeling,
- eat biotechnology food (alternatives to the use of pesticides), and
- eat food co-op products (no pesticides are used).

CLASS ARRANGEMENT:

Group/individual.

INSTRUCTIONAL STRATEGIES:

1. Have students discuss their knowledge and/or feelings of pesticides.
2. Write two topic headings on the chalkboard, "Benefits of Pesticides" and "Risks of Pesticides." Place the students' comments under the appropriate column heading. For example, the statement, "Pesticides help to minimize pests to increase crop yield," would go under the "Benefits" column. One of the biggest concerns that would be under "Risks" is that pesticides may cause cancer.
3. Distribute the "Pesticide Information Sheet" and "Alternatives to Use of Pesticides" to students for review.

EVALUATION/MODIFICATION:

Ask students to think of ways food is prepared in their homes now and to think of changes they may want to make at home to minimize pesticide residues.

RESOURCES:

California State Department of Education, (1984). Choose Well, Be Well: High School.

For more information on pesticides see:

Archibold, S. & Winter, C. (1990). Pesticides in food: Assessing the risks. In Winter, C., Seiber, J., & Nuckton, C. (Eds.), Chemicals in the Human Food Chain. New York: Van Nostrand Reinhold.

FAD DIETS

OBJECTIVES:

To evaluate fad diets and distinguish between nutrition facts and fallacies.

LIFE SKILL:

To promote proper nutrition as a part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazines, "Find the Fad" handout, "Finding the Diet That Will Work for You" handout, (see Grade 12 Handout Masters) and "A Pattern for Daily Food Choices" handout (see Appendix A).

INFORMATION:

There are many concerns about fad diets including:

- Fad diets often appeal to the person who wants to take off weight fast.
- Fad diets are only popular for a short time and usually promise almost immediate weight loss.
- Fad diets are not effective over a long period of time and usually produce weight loss which is generally loss of water rather than loss of body fat.
- Fad diets are scientifically inaccurate, nutritionally unsound, overly restrictive, and usually take away the pleasure of eating.
- A person may lose weight quickly with fad diets but the diets do not teach new eating habits.
- Many fad diets can be hazardous to the health of the individual.
- Television, radio, magazines, and newspapers often advertise fad diets.

The healthy way to lose weight includes visiting the doctor, setting realistic goals, choosing food wisely, having a healthy attitude about weight control, being evaluated regularly, and exercising.

Growth and activity determine calorie needs; therefore, growing, active teenagers may need more calories. They should eat a nutritionally balanced diet emphasizing complex carbohydrates and limiting foods high in fat and sugar.

One pound of body weight is approximately equal to 3,500 calories (kcal). Five hundred kcal less per day in a person's diet will cause one pound of weight loss in one week. (7 days x 500 kcal = 3,500 kcal = 1 lb. of weight loss) Note: No more than a 500 kcal reduction per day is recommended. The remaining calories need to come from low-fat, high-complex carbohydrate food sources, and limited sweets.

Exercise can be used to help lose any additional pounds. Exercise four to five times per week to lose weight and three to four times a week to maintain weight. No more than one to two pounds per week of weight loss is recommended.

CLASSROOM ARRANGEMENT:

Individual.

SKILL NEEDED:

Familiarity with "A Pattern for Daily Food Choices" when planning a diet.

INSTRUCTIONAL STRATEGIES:

1. Distribute and review the handout, "Find the Fad." Have the students find fad diets in magazines and evaluate them according to the questions on the handout.
2. Distribute the "Finding the Diet That Will Work for You" handout. This is a guideline that can be used by the students to find a "diet" that is right for him/her.

EVALUATION/MODIFICATION:

1. Ask the students to design their own diets.
2. Have the students exchange the completed diets with other students, and have them use the two handouts to evaluate each other's diet.

RESOURCES:

Texas Education Agency, (1992). Education for Self-Responsibility IV: Nutrition Education.

California State Department of Education, (1984). Choose Well, Be Well: High School.

WHAT IS HUNGER?

OBJECTIVES:

To create an awareness of hunger and how it affects the ability of people in other countries to meet their nutritional needs.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Masking tape, construction paper, round or flat sourdough or shepherders' bread, globe or world map, "What is Hunger" handout, "The World Food Supply" handout (see Grade 12 Handout Masters).

INFORMATION:

Hunger is a physiological and psychological state that results when immediate food needs are not met. Undernutrition occurs when people do not get enough calories to maintain normal body weight and normal activity. The quantity and quality of food are restricted. Chronic undernutrition results in growth retardation, lack of vigor, and increased susceptibility to infection and disease.

Malnutrition occurs when people get enough calories but insufficient amounts of needed nutrients, such as vitamins, minerals, and proteins, or some of the essential amino acids in proteins. Malnutrition may result in specific diet-related diseases.

Major nutritional problems of the world include:

- General undernutrition caused by lack of food.
- Protein-calorie malnutrition caused by both inadequate quantity and quality of food, especially for children.
- Anemia, which results from inadequate intakes of iron, protein, and certain vitamins.
- Blindness and eye conditions from lack of vitamin A.
- Skin conditions due to riboflavin deficiency.

The problem of providing sufficient food for all people is one that cannot be dealt with in isolation. It is a result of a complex of socioeconomic conditions.

CLASS ARRANGEMENT:

Group/individual.

INSTRUCTIONAL STRATEGIES:

1. Before class, mark off a large circle on the classroom floor with masking tape. The circle should be large enough so that all the students can be arranged within it. Divide the circle into sections that represent the world land distribution:

- Africa—22%
- Asia—35%
- Europe—5%
- South America—15%
- North America—16%
- Australia, Antarctica—7%

Label or cut a large outline of each continent from different colored construction paper. Place the outline in the respective sections of the circle. Have available enough bread to divide among the students. Cut name cards out of colored paper matching that of the continents. Make enough cards so that the students will be divided in proportion to the population in each continent:

- Africa—11%
- Asia—60%
- Europe—14%
- South America—9%
- North America—6%

2. As students enter the classroom, randomly hand out the colored name cards. Ask them to find the section on the floor that matches their colored card and to stand in that section.
3. After all the students are in place, tell them they represent the population of that country. Ask one representative from each section (continent) to come forward. Cut the loaf of bread into pieces that are comparable to the per capita consumption of animal protein for each continent:
 - Africa—10%
 - Asia—5%
 - Europe—25%
 - South America—15%
 - North America—45%

Give the representatives from each continent their proportion. Ask them to go back to their group and divide the bread among themselves.

4. Ask the students the following questions:
 - What do you see as you look around the circle?
 - Are the groups evenly divided?
 - Which group has more to eat?
 - What sections of the world do they represent?
5. On a map or globe identify the location of these countries.
6. Discuss the definition of the word hunger and the major nutritional problems that can occur as a result. Distribute the handout, "What Is Hunger?" Have students complete the questions on the handout.
7. Distribute the handout, "The World Food Supply." Have students brainstorm and list issues affecting the world food supply that are associated with these six factors.

EVALUATION/MODIFICATION:

Have students study hunger in their own community and discover what resources are available.

RESOURCES:

California State Department of Education, (1984). Choose Well, Be Well.

Texas Education Agency, (1992). Education for Self-Responsibility IV: Nutrition Education.

RELATIONSHIP ENHANCEMENT

OBJECTIVE:

To understand how perceptions and feelings affect relationships.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Optional.

INFORMATION:

A person's perception, outlook on life, physical health, and emotional state affect how a person communicates with others. This, in turn, affects how people perceive and communicate with each other. Those individuals who have knowledge of how their actions influence others will have better skills to change their own behaviors instead of trying to change others' behaviors.

CLASS ARRANGEMENT:

In a circle.

INSTRUCTIONAL STRATEGIES:

1. Choose two volunteers to role play the situation.
2. Instruct volunteers to communicate as dogmatically (rigidly, stubbornly) as possible.
3. Discuss how each person's communication affected the conversation. Then, discuss ways each person could have handled the situation differently so that it would have elicited better results.

Scenario:

Roommate A, after borrowing Roommate B's car, returned it with an empty gas tank. Roommate B drove the car to work but ran out of gas on the way.

Roommate B: You feel very angry and used. You were late for work, and you cannot understand why Roommate A was being so thoughtless. You intend to make your feelings known to your roommate and demand an apology.

Roommate A: Your mistake was unintentional. You thought there was actually more gas in the tank. You can't understand Roommate B's tendency to eat your groceries and leave you with an empty refrigerator.

Suggested time limit: 10-15 minutes

Possible discussion questions: Think of an important relationship you have had in which you and your partner disagreed on an important value or principle. What effect did that have on your relationship? What factors speed a relationship through its building stages? What factors in a relationship move it to deterioration? How does it feel when you lose an important relationship based on an argument? How does this affect the way you handle other relationships?

EVALUATION/MODIFICATION:

Any scenario which would seem more relevant to the students may be used. Discussion of different types of relationships can also be used to understand how we communicate differently with different people depending on the context (family, romantic, same sex, and opposite sex).

RESOURCE:

Verderber, R. F. and Verderber, K. S. (1983), Instructor's Manual for Inter-act: Using Interpersonal Communication Skills. Belmont, CA: Wadsworth Press.

THE HELPING RELATIONSHIP

OBJECTIVES:

To be able to find credible help when faced with personal problems; to understand the different types of mental health professions.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom, a field trip to a local mental health facility (optional).

INFORMATION:

The helping profession comes in many different forms. The main types of professionals are psychotherapist, marriage and family therapist, psychologist, psychiatrist, social worker, mental health worker, and pastoral counselor. The difference lies mainly in theoretical background (the way to do therapy) and professional licensing requirements. The basic difference is that anyone can call themselves a psychotherapist whether they have training or not.

It is important that a person should only go to a licensed therapist for counseling. Only a person who has a Ph.D. in psychology can be called a psychologist. A psychiatrist is a medical doctor versed in the biological origins of mental illnesses. Social workers can do therapy, but many of them help in finding resources for the individual (housing, financial aid, day care, etc.). Mental health workers are usually the least educated (bachelor's degree level) and work in institutions. Marriage and family therapists work with relationships between family members; however, they do conduct therapy with individuals. Pastoral counselors conduct therapy in churches using a spiritual (religious) approach to therapy.

INSTRUCTIONAL STRATEGIES:

1. Discuss different types of therapy.
2. Discuss reasons why a person would go to a therapist (personal problems, marital problems, family problems, feelings of not having control of life, spiritual or emotional growth). Have students brainstorm on why a person would go to therapy.

3. Have students discuss places where they could seek counseling outside the school.
4. Discuss what a person would want in a therapist (empathy, sense of humor, man or woman, old or young, etc.).

EVALUATION/MODIFICATION:

Another alternative would be to bring in professionals from the community to discuss what they do. Having a family therapist, psychologist, psychiatrist, and pastoral counselor come in at the same time would be very educational. Most therapists would enjoy coming in to discuss what they do.

A discussion of the importance of mental health through the life span is an important topic that should be discussed. Good mental health is strongly associated with good physical health, and vice versa.

HISTORY ON A PARK BENCH

OBJECTIVES:

To gain an appreciation and understanding of history by listening to others reminisce, and by entering into conversation with them.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Much that we take for granted about households and businesses today were very different not long ago. Indoor plumbing, electricity, transportation, and office machines have changed dramatically in the last 100 years. The senior citizens of today have many stories to share about changes in activities in the home and work place. By hearing how the home, school, and work place used to be, students will gain insights into how and why their lives are different today.

INSTRUCTIONAL STRATEGIES:

1. Preview the assignment by brainstorming household equipment or office equipment that used to be common as compared to today. Discuss how conducting business or doing household activities was different in the past compared to the present.
2. Assign students to spend time with someone two or three generations older than themselves (grandparents or great grandparents). Have students write questions to ask the senior. Questions need to spark discussion on home, school, and work place experiences in the past.
3. In coordination with the local senior citizens center, schedule a field trip during class time or at lunch time so students can meet individually with seniors. Another idea is to go to a park or downtown area where elderly persons may be seated on benches in order to speak with and interview seniors.

EVALUATION/MODIFICATION:

Students may also elect to interview their own family members. By hearing the reminiscences of their own family members, students may gain deeper appreciation and understanding of the home and community they live in today.

RESOURCE:

Weitzman, D., (1975). My Backyard History Book. Boston: Little, Brown and Company.

GRADUATION DAY

OBJECTIVE:

To explore the significance of high school commencement and graduation today, and in the past.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Commencement or graduation is both an ending and a beginning for an adolescent and her/his parents. Certain aspects of the ceremony have changed little through the generations, yet expectations for the graduating senior continue to evolve as our society changes. Students as well as parents may benefit from an opportunity to discuss their feelings about the upcoming graduation and share their expectations of changes after graduation.

SKILLS NEEDED:

1. Review activities or parts of the graduation ceremony. Ask students to predict what parts of the ceremony they think have remained the same through the years and what parts may be different.
2. Working in small groups discuss how students feel about their high school days ending. Discuss their future plans and what they hope to do after graduation. Discuss how relationships with siblings and parents may change after graduation. Identify community resources to assist students with the transition to "young adulthood."
3. Have students develop a series of interview questions to ask parents about their graduation day and their transition to young adulthood. Students can write a paper summarizing their parents' responses and, perhaps more importantly, summarizing how the students feel about what their parents said.
4. Have students share highlights of their papers in small groups or as a class. Students who wish to pass on the assignment (due to the potentially sensitive nature of the content) should be given optional assignments to complete.

EVALUATION/MODIFICATION:

Ask parents to bring artifacts from their graduation to class. Artifacts may include photographs, programs, jewelry, or corsages. The artifacts could be placed on a display table or bulletin board to help spark interest in the topic as well as to show students similarities and differences in the ceremony today and in the past.

In coordination with the high school guidance counselor and local community mental health professionals, a panel discussion or meeting could be held with parents related to this topic. Parents may benefit from the opportunity to hear about and discuss the transition out of high school and into young adulthood and how roles and expectations of the youth as well as the parent(s) change.

BICYCLE COMMUTING

OBJECTIVES:

To learn the techniques of bicycle commuting and to understand the personal and environmental benefits of bike commuting.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area, local roadways to destination point, classroom.

EQUIPMENT/MATERIALS:

Bicycles, helmets, maps, TV/VCR.

INFORMATION:

Encouraging increased bicycling and walking can provide significant societal benefits in terms of improved health and well-being, the preservation of the environment, and not consuming scarce fuel resources. A major problem is that many people do not think enough about bicycling and walking as alternative transportation as well as a means of obtaining exercise and recreation. Relating the numerous personal and societal benefits to the selection of walking or bicycling as a transportation mode could be productive.

The bicycle is a legal vehicle and has the rights and responsibilities of other vehicles; bicyclists must ride as far to the right as practicable.

SKILLS NEEDED:

Ability to ride a bicycle, stopping, scanning, rock dodging, wearing a properly fitted helmet while riding.

TEACHING STRATEGIES:

1. Review riding skills.
2. Invite a bicycle commuter to bring their bicycle that is equipped for commuting (lights, fenders, rack and/or panniers loaded for commuting).
3. Proceed with a route/trip design by picking a location and planning the route. A discussion of choices in route selection is encouraged, and a starting time for the ride is important in considering the traffic that would be sharing the road.

-
4. View the video "Shifting Gears." Use the "Effective Cycling" video as a review of road riding skills.
 5. Divide into smaller groups. Provide each group with an adult leader and proceed with the ride. (About 15-20 minutes is long enough.) Note the time taken and the degree of difficulty. Discuss the distance traveled and the time expended.

EVALUATION/MODIFICATION:

Challenge class members to commute to school or to another location (job/friends/restaurant) each day for one week. Have members share their commuting experiences.

RESOURCES:

Case Study No. 12 - Incorporating Consideration of Bicyclists and Pedestrians into Education Programs, Publication No. FHWA-PD-92-036 (National Bicycling And Walking Study).

Shifting Gears (The Joy of Bicycle Commuting) Video, Cascade Bicycle Club, P.O. Box 31299, Seattle, WA 98103 **OR**

University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Effective Cycling Video, University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Effective Cycling John Forester, Fifth printing, 1992 The MIT Press.

ISBN 0-262-06088-4 (hard)

ISBN 0-262-56026-7 (paper)

Grade

12

HANDOUT
MASTERS

FACTS AND FALLACIES ABOUT FITNESS

MULTIPLE CHOICE TEST

- _____ 1. A major problem that confronts uniformed people who want to become physically fit is:
- A. Access to facilities
 - B. Cost of programs
 - C. Quackery
 - D. Availability of products
- _____ 2. The best way of combating the hucksters is:
- A. Laws
 - B. Taxation
 - C. Fitness programs
 - D. Education
- _____ 3. A tipoff to quackery is:
- A. That fitness will be easy and fast
 - B. Fitness will cost you money
 - C. That spot reducing is impossible
 - D. That weight reduction will take a long time
- _____ 4. Ripoffs usually occur with:
- A. Exercise devices
 - B. Special diets
 - C. Exercise programs
 - D. All of the above
- _____ 5. Exercise gimmicks usually include:
- A. The concepts of ideal body weight
 - B. Quick, easy fix
 - C. Long haul concept
 - D. Changing bad habits
- _____ 6. An example of quack products would be:
- A. Exercise bike
 - B. Barbells and weights
 - C. Vibrating belts
 - D. Rowing machines
- _____ 7. Which of the following is true about diuretics?
- A. Will not upset the chemical balance of the body
 - B. Will not cause damage to the kidneys
 - C. Are good solution to the weight loss dilemma
 - D. Will not promote real weight loss
- _____ 8. Which of the following would be a good buy?
- A. Body wraps
 - B. Bust developer
 - C. Electric stimulator
 - D. Exercise bike
- _____ 9. When thinking about a membership in a fitness club, you should consider:
- A. Cost and personal needs
 - B. Appearance of the facilities
 - C. Friendliness of instructors
 - D. It is a status club
-

Student: _____

Period: _____

HEALTH-RELATED FITNESS SELF-CONTRACT PLAN

Day	Cardiovascular Activity (Aerobic)	Flexibility Routine	Muscular Endurance/ Strength
Example:	roller blade 1 hour	1. ankle rotations and press downs 2. lunge to sides 3. lunge to front 4. arm pull across 5. deep sits with support	3 sets of 10, pushups 3 sets of 10 4 count sit ups
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

NOTE: In a week you must have at least one rest day. Also, a minimum of three days of aerobic activity, a minimum of three days of stretching, and a minimum of three days of isolated muscular endurance/strength routines.

PERFECT PLANET

You live on planet Earth. There are good things and bad things on planet Earth. Imagine that there is a tunnel leading from planet Earth to another planet. This planet has lots of food, no schools, and plenty of money for everyone to buy whatever they like. This planet is a kind of paradise. People can have sex as often as they like, with whomever they like, without any fear of pregnancy, disease, or negative consequences!

People from Earth regularly walk through the tunnel to the paradise planet. There, they have nothing but fun all day long. At the end of each day, however, everyone must go back through the tunnel to planet Earth.

Every once in a while, the tunnel closes, and the paradise planet is flooded. This flooding kills everyone in the tunnel and on the paradise planet at that time. Nobody ever knows when the flood will come--it just happens every so often. The people that decided to go to the paradise planet the day of the flooding all drown.

Imagine that you have the chance to go to the paradise planet as many times a week as you want. How many times a week would you go?

- If every day, write down a "W."
- If every other day, write down an "X."
- If every three or four days, write down a "Y."
- If just once a week, write down a "Z."
- If you would never go, write down a "O."

_____ Your answer

RISK BEHAVIORS

drinking one beer
drinking one wine cooler
drinking every day
drinking only on weekends

having a drink at a family dinner or celebration
going to a kegger
drinking at home alone
drinking while driving

drinking while riding in a car
riding with a driver who has been drinking
driving a car after having a beer
driving a car after drinking a six-pack of beer

having friends who drink
drinking if you have family members who are chemically dependent
having sex with a boyfriend/girlfriend when drinking
making out at a party after drinking

going into a bedroom at a party when you haven't been drinking
starting to drink at age 12
starting to drink at age 15
starting to drink at age 18

starting to drink at age 22
drinking on school grounds
drinking in the park with friends
drinking in the park with older teens or adults you don't know well

drinking at lunch time
flirting with a stranger when you've been drinking
being alone with your boyfriend/girlfriend when you've been drinking
drinking at your cousin's wedding

JACOB M. BAYFIELD WILL AND TESTAMENT

I, Jacob M. Bayfield, being of sound mind but unhealthy body, do hereby declare that my entire estate be left to but one of my four children. This one child will be my sole heir and benefactor. All property and holdings will be left unto this person. A person's life is often best remembered by the deeds he has done and the lifestyle in which he has lived. While my business has prospered, and I have gained power beyond most, I have not set health and fitness as a personal goal. As a young boy, I started smoking. At that time, we had no knowledge of the harm smoking could cause. Rather than listen to medical experts and my own family, I continued to smoke for the rest of my life. Now I am sure that this habit will lead to my premature demise. Therefore, I here and now establish the Jacob M. Bayfield Foundation to determine which of my four children is the healthiest and least likely to become a smoker, being able to resist the influences to smoke which I could not. My entire estate will then be given to that child so that my wealth will be used for good health.

Signed, Jacob M. Bayfield

EXPRESSING LOVE AND SEXUAL FEELINGS

For each question, write your response in the space provided.

1. If you were in love, how would you want the other person to express his/her love to you?

2. What actions or behaviors would make you feel that this person really cared for you?

3. How would you express your love and sexual feelings for the other person without having sexual intercourse?

TOBACCO INDUSTRY ADVERTISING AND PROMOTION

Tobacco is one of the most heavily marketed products in the United States. In 1990 alone, the tobacco industry spent \$2.99 billion to advertise and promote its products nationally. That's about \$10.9 million each day or over \$7,650 per minute.

It is easy to understand why the industry needs to spend so much on advertising and promotion. After all, tobacco is the only product which, when used as directed, kills a high proportion of its customers. Those who die and those who quit must constantly be replaced.

Each year the tobacco companies report their spending on advertising and promotion to the federal Trade Commission by category (such as magazines, coupons, retail value-added offers and public entertainment) and the figures reveal a changing trend.

ADVERTISING:

Tobacco advertising, banned from television and radio since 1971, is allowed only in print and outdoors—and has been decreasing steadily.

PROMOTION:

Increasingly, the tobacco industry is putting its marketing dollars into promotion, which includes coupons, promotional allowances for retailers and distributors, promotional merchandise, and sponsored events. In 1970, promotional materials accounted for only **12 percent** of the tobacco industry's budget, while in 1990, it accounted for **71 percent** of its \$3.99 billion budget.

Promotions often advertise tobacco, turning users into walking billboards. Promotion also gains television and radio coverage through sponsoring sporting events like rodeos in Montana and by sponsoring other community events such as entertainment at fairs. In Billings, for example, Philip Morris (makers of Marlboro cigarettes) donated over \$75,000 to MontanaFair in order to sponsor all the night shows during the fair. Banners with Marlboro were there for all who attended to see. In addition, Marlboro was advertised in the Billings newspapers and information about Marlboro sponsorship was placed in a brochure advertising the Billings fair. Philip Morris also had a promotional booth at the fair and hired young attractive men and women to promote their products by offering special offers and giveaways. They received a lot of free publicity for their donation and received a lot of public support because the fair is an important community event. What this type of sponsorship does is to promote name recognition of Marlboro, by having young people push their tobacco make it appear cool to use tobacco, encourage young people to smoke, encourage the trial and/or purchase of a product through free samples and coupons, gaining public support and, by having attractive young people promote their products, make it appear very cool to use tobacco.

YOUTH ACCESS TO TOBACCO PRODUCTS CONTROL ACT

16-11-301. Short title. This part may be cited as the “Youth Access to Tobacco Products Control Act”.

- (1) “Distribute” means:
 - (a) to give, deliver, sample, or sell; or
 - (b) to offer to give, deliver, sample, or sell
 - (c) to cause or hire another person to give, deliver, sample, or sell.
- (2) “Health warning” means a tobacco product label required by federal law and intended to alert users of the product to the health risks associated with tobacco use. The term includes warning labels required under the Federal Cigarette Labeling and Advertising Act and the Comprehensive Smokeless Tobacco Health Education Act of 1986.
- (3) “License” means a retail tobacco product sales license.
- (4) “Person” means a natural person, company, corporation, firm, partnership, organization, or other legal entity.
- (5) “Tobacco product” means a substance intended for human consumption that contains tobacco. The term includes cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco.

History: En.Sec.3,Ch.569,L.1993

42.31.325 LICENSE. (1) All persons that sell tobacco products at retail must obtain a license from the department of revenue. This includes sales over the counter, by vending machine or any other means of selling the tobacco product.

- (2) In the case where the retailer contracts with a vending machine for the sale of tobacco products in the establishment, the retailer must obtain a retail license to sell tobacco products.
- (3) The license covers one fiscal year, July 1 to June 30.
- (4) The license cannot be transferred.
- (5) The department will issue the applicable license(s) as required under 16-11-120, MCA, or 16-11-303, MCA, together on one form. (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-303 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-304. Signs. A retail seller of tobacco products shall conspicuously display, at each place on the premises at which tobacco products are sold, a sign that is to be provided without charge by the department of revenue that states: “Montana law prohibits the sale of tobacco products to persons under 18 years of age.”

History:En.Sec.4,Ch.569,L.1993

16-11-305. Sale or distribution of tobacco products to persons under 18 years of age prohibited. (1) A person may not sell or distribute a tobacco product to an individual under 18 years of age, whether over the counter, by vending machine, or otherwise.

- (2) If there is a reasonable doubt as to the individual’s age, the seller shall require presentation of a driver’s license or other generally accepted identification that includes a picture of the individual.

42.31.335 SIGNS (1) The retailer must display a sign at each place on the premises that tobacco products are sold; each sign must include the language shown in ARM 42.31.330 (2). This includes all cash registers, vending machines or other places where the consumer pays for the tobacco product.

- (2) The department will furnish the signs. However, if the retailer wishes to furnish the sign(s), the sign must contain the language shown in ARM 42.31.330 (2). (History:Sec.16-11-312, MCA; IMP, Secs. 16-11-304, 16-11-305 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

42.31.320 TOBACCO PRODUCTS DEFINED REGARDING SALES TO MINORS (1) For the purposes of enforcing tobacco sales to and use by minors, tobacco means a substance intended for human consumption that contains tobacco. The term includes, but is not limited to, cigarettes, cigars, snuff,

smoking tobacco, and smokeless tobacco. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-302, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-306. Sales from tobacco vending machines. Tobacco products may be sold through a vending machine only in:

- (1) factories, businesses, offices, and other places not open to the general public;
- (2) places to which individuals under 18 years of age are not permitted access;
- (3) places where alcoholic beverages are sold and consumed on the premises; and
- (4) places where the vending machine is under the direct supervision of the owner or an employee of the establishment. The sale of tobacco products from a vending machine under direct supervision of the owner or an employee of the establishment is considered a sale of tobacco products by that person for purposes of 16-11-305.

History: En. Sec. 6, Ch. 569, L. 1993

42.31.331 SALES FROM VENDING MACHINES (1) Sales of tobacco products from vending machines are only permitted in:

- (a) places not open to the general public, such as factories, businesses, and private offices;
- (b) places where persons under the age of 18 are not permitted access;
- (c) places where alcoholic beverages are sold and consumed on the premises; or
- (d) places open to the general public where the vending machine is under direct supervision of the owner or employee of the establishment.

(2) For places open to the general public the vending machine must be located in a place where the owner or an employee of the establishment can see it to ensure individuals under the age of 18 do not use the machine. For example, all tobacco vending machines in a hotel or motel must be located in the lobby where the desk clerk can see who is making the purchase from the machine. Licensees are responsible to insure there is a system of supervision in place to prevent violations. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-305 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

42.31.330 DECALS ON VENDING MACHINES (1) Decals issued as part of the annual vendor license must be affixed to the front of all vending machines within 30 days from the date of receipt.

(2) The following message must be printed on each decal: "MONTANA LAW PROHIBITS THE SALE OF TOBACCO PRODUCTS TO PERSONS UNDER 18 YEARS OF AGE." (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-304 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-307. Distribution of tobacco products in other than sealed packages prohibited. A person may not distribute a tobacco product for commercial purposes in other than a sealed package that is provided by the manufacturer and that contains the health warning required by federal law.

History: En. Sec. 7, Ch. 569, L. 1993

42.31.340 PACKAGING OF TOBACCO PRODUCTS (1) All tobacco products must be sold or distributed in the manufacturers' sealed package and must contain the health warning required by federal law. The only exception is in the case of bulk product that is intended to be repackaged and sold in smaller, variable units at retail. The retailer must package these smaller units and label the package with the health warning required by federal law.

(2) The sale of single cigarettes is prohibited. (History: Sec. 16-11-312, MCA; IMP, 16-11-307, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-308. Penalties, (1) Failure to obtain a license as required by 16-11-303 or to post signs as provided in 16-11-301 is punishable by a civil penalty \$100.

(2) A person who violates 16-11-305 (1) may be punished by a civil penalty of \$100. A subsequent violation within 1 year is punishable by a civil penalty of \$200. A third violation is punishable by a civil penalty of \$300 if two violations occurred within the 2-year period prior to that violation.

(3) A person who violates 16-11-307 is guilty of a misdemeanor and upon conviction is liable for a civil penalty of not more than \$100 for the first violation. A subsequent violation is punishable by a civil penalty of not more than \$200. A third or subsequent violation is punishable by a civil penalty of not more than \$500.

(4) A license holder is not subject to a civil penalty under subsection (2) for a violation by his employee or agent if the sale was without the knowledge of the license holder and the license holder shows that the license holder had in place a system to prevent violations of 16-11-305(1)

(5) The county attorney of the county in which a civil penalty is imposed under subsection (2) shall inform the department of revenue of the imposition of the penalty.

History: En.Sec.8,Ch.569,L.1993

42.31.345 PENALTIES (1) The penalties mandated under 16-11-308, MCA, will be enforced and collected by the county attorney in the county where the violation occurred. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-308, MCA; NEW, 1993 MAE p. 2427, Eff. 10/15/93.)

16-11-309 and 16-11-310 reserved.

16-11-311. Local regulations. A local government may by ordinance adopt regulations on the subjects of 16-11-301 through 16-11-308 that are no more stringent than 16-11-301 through 16-11-308.

History: En.Sec.10,Ch.569,L.1993

42.31.350 USE OF TOBACCO PRODUCTS IN PUBLIC SCHOOL BUILDINGS (1) The use of tobacco products in public school buildings referred to in 20-5-411, MCA, applies only to elementary and secondary schools. (History:Sec.16-11-312,MCA;IMP,Sec.20-5-411,MCA;NEW,1993 MAR p.2427, Eff. 10/15/93.)

BIOGRAPHICAL SKETCH

NICK BAYFIELD

Nick is the eldest of the Bayfield children and was very upset by his father's death. Nick is the owner and president of the local baseball team and in three short years has turned the team from losers into world champs. Nick is a natural leader. He happily shakes hands and gives autographs to the people who seek him out. Most people in the community think of Nick as a local hero of sorts and some have even suggested that he run for Congress.

To his business partners, however, Nick is considered a "smoke-filled back room wheeler dealer." Several times he has used his influence to take over smaller businesses, showing little compassion for those whose lives and fortunes he has destroyed. It is rumored that he is under criminal investigation by the federal government for bribery and smuggling. Nick has been able to keep the investigation out of the news--along with the fact that he has had his driver's license revoked for drunken driving.

Nick's skills in negotiating business deals and his international connections have been recognized worldwide. He has been a chief negotiator in major peace treaties all over the world. Nick has not only helped to end localized wars, but has also helped to fund rebuilding by providing aid to the victims of war-torn nations. These efforts have won him a Nobel Peace Prize nomination.

Nick has had trouble keeping his weight down. He works out at the health club three days a week and his major interest there is weight-lifting and body building exercises. He loves to swim and takes brisk walks. The family has a baseball-shaped swimming pool in the backyard which Jacob had built for them before his death. Nick makes good use of the pool.

Last week, a group of community leaders visited Nick to inquire about the unhealthy foods available at his ball park and the advertising of alcoholic and tobacco products. They claimed the hotdogs were full of sugar, the popcorn was covered in salt, the Polish sausages were nothing but fat, the ice cream was full of empty calories, and that tobacco and alcohol were not good for impressionable youth. The group suggested some healthy alternatives that could be served in place of the unhealthy food items and other products that could be advertised. Nick refused to listen to their arguments and had the group removed from his office.

Because of Nick's high visibility and his star status in the community, a new tobacco company has approached him to become their spokesperson and endorse their new low tar cigarettes. Nick agreed, provided he doesn't have to inhale in the ads. However, during a photo session of the commercial he became anxious after the take had to be reshot. The director whom Nick finds extremely attractive (and vice versa) suggested that the "real" Nick will come out if he just inhales and relaxes just as she does.

BIOGRAPHICAL SKETCH

ABBY BAYFIELD

Abby is the second oldest of the Bayfield children. She is the owner and operator of Bayfield Health Clubs, Inc. Abby started her business with one private health club that was frequented by athletes, weight lifters and transformed it into a community facility. The health club now offers a wide variety of activities from aerobics and intramural basketball teams and general fitness awareness classes. Because of her keen interest in community welfare, Abby has recently funded service projects for disadvantaged adolescents.

The success of the Bayfield Health Clubs is a reflection of Abby's views of the importance of physical fitness. She participates in many sports, particularly swimming, which she does faithfully every day. She also coaches and has organized a citywide girls' basketball league.

Abby is also the manager, financial officer and chief administrator of the health clubs and the community help programs which she actively supports. In addition, she sits on a number of social action committees and boards of directors. After three hours of sleep, Abby goes nonstop in her never-ending series of meetings. She often takes on more responsibility than time permits and becomes overstressed when she cannot carry out the responsibilities to her satisfaction.

Because of Abby's busy schedule, she is always eating on the run, usually skipping breakfast, grabbing a quick burger and fries for lunch and then again for dinner. After a long day of work and meetings, it is typical of Abby to go home, grab a bowl of dip, a bag of chips, and a bottle of beer and turn on the "tube" until the wee hours of the morning. These four or five hours of TV watching are Abby's way of unwinding from her hectic day.

Although Abby is very confident handling the pressures that go along with the business world, she is insecure about her social life. She has few close friends, is often alone, and has rarely gone out with the same guy more than once. As Abby would say, "I'm a great team manager, but I'm no good at playing the field." Recently, she has been dating her state senator, a heavy smoker. She accompanies him to cocktail parties and political gatherings. Abby is often uncomfortable at these parties because she doesn't think she fits in. This has made Abby even more self-conscious, though at the last party she noticed that the two people she was talking to were smoking while she was pigging out on caviar and cheese chunks. Abby thought it was unfortunate that these attractive people reeked of smoke and had dragon breath.

Over the past five years, Abby has had six major car collisions. Luckily, she has not been injured; although others have been. Before his death, Jacob expressed his concern over Abby's fast-paced lifestyle and driving habits.

BIOGRAPHICAL SKETCH

ROSS BAYFIELD

Ross is the second youngest of the Bayfield children. He owns and manages seven movie theaters and several apartment buildings. Though a confirmed family man, he shows little understanding or compassion for his low-income renters. Last winter he tried to cut off the heat and electricity of late-paying renters. He has been cited several times for violating city health codes.

Ross and his wife have found children. Because of the death of one of his small children, Ross is the major contributor to the children's wing of the county hospital, of which he is president of the board. He has recently overruled a board decision designating the hospital as a smoke-free space.

The loss of his infant child moved Ross to devote every waking hour to the invention of a new type of incubator that has already saved thousands of babies' lives, but was too late to save his own daughter. Each night after a stressful day of decision making, he leaves the family compound, working alone until dawn to improve the incubator to save even more lives.

When his youngest child was a baby, Ross, a former state swimming and diving champion, had a serious diving accident which left him paralyzed from the waist down. He felt insecure and inferior because of his confinement to a wheelchair. Because of this, he looked for ways to seem more sophisticated and powerful. He often told people that he pictured himself as the "macho Marlboro man on wheels." Since the accident, he has become overprotective of his children. Because he is afraid that they too might have an accident, he does not allow them to get involved in many athletic sports. Ross' wife, however, does try to get the children out and active, against their father's wishes.

Despite his disability, Ross is an enthusiastic pilot. He owns a specially equipped Leer jet that he uses to transport dying infants from all over the world to his infant-care facilities. He also flies medical teams to remote villages around the world to train local doctors in infant care and the lifesaving use of the incubators.

Ross is a great fan of the movies, especially those about fighter pilots. As he soars high above the clouds, he likes to picture himself as a top gun fighter pilot, off on a daring adventure, cigarette dangling from his lips, courage in his heart, and romance in his eyes.

Lately, Ross has been spending a great deal of time at the state capitol lobbying for a bill which would allow smoking in movie theaters. This sudden interest coincides with his recent investment in a large tobacco company.

BIOGRAPHICAL SKETCH

MOLLIE BAYFIELD

Mollie is the youngest of the Bayfield children. Her father spoiled her as a child and Mollie has had a hard time growing up. When she was in junior high school, Mollie hung around with kids her parents strongly disapproved of. At the age of 14, she ran away, started smoking and lived on the wild side of the streets. She continued this way of life for two years until she met an astrologer, Madame Crystal, who advised her to return home and begin a healthy lifestyle. Ever since, Mollie has been devoted to astrology and regularly consults Madame Crystal. Many of her personal and business decisions are based on the positions of the stars and planets.

Proud of his daughter's recovery, five years ago Mollie's father gave her a restaurant for her birthday, which she turned into a huge success. Upon the advice of an astrologer, she later purchased four more restaurants. "Bayfield's Brunchola" has become a chain of popular, trendy cafes where young professionals and athletes go for gourmet health food.

Mollie's expertise and creativity with gourmet health foods has been written up on several magazines. Although the overall business is a success, the employees often abuse Mollie's generous nature by borrowing money from her and taking advantage of her friendship.

Mollie is an avid runner. She runs 20 miles a day and has won four marathons, one race away from a national record. She actually might have won her fifth marathon, but the local TV station obtained pictures of her getting in a car halfway through the race and claimed she really didn't run the whole way. Mollie denies this. She encourages her friends and family as well as her restaurant patrons to exercise. For the last five years, she has sponsored statewide 10 kilometer races, with hundreds of thousands of dollars worth of proceeds going to the Humane Society.

The foods that Mollie eats are very healthy, but not enough for someone so active. Mollie is extremely weight conscious and very thin. Her doctor is concerned about possible anorexic behavior and says she needs to gain at least 20 pounds. Mollie's father was very worried about her weight. Mollie thinks she is slim, but healthy, even though she has fainted twice this month.

Mollie's compassion for others is demonstrated by her creation of "Meals on Heels"—a program to bring leftover restaurant food to poor, elderly people who are unable to cook for themselves. She has organized high school track teams throughout the city to deliver the meals. The hungry people she helps affectionately call her "St. Mollie" and the runners look to her as an important role model.

When Mollie's father died, she was devastated. The night before her father's sudden death he had asked her to come over for dinner. Although she really had no special plans, she made up an excuse so she could squeeze in an extra run. She never saw her father alive again. Upon hearing the news of her father's death, she was overcome with guilt. She sank into a deep depression, often unable to get up in the mornings, or to make even the simplest decision. She stopped running and became nervous and jittery. Mollie consulted her astrologer who said, "The answer to your problems lie in the patterns of past smoke rings."

TOBACCO SENTENCE COMPLETION

1. For me, smoking is:

2. If I saw another student using tobacco at school, I would:

3. Some people start using tobacco because:

4. Cigarettes are:

5. To me, tobacco means:

6. The best reason for smoking is:

7. One thing I don't believe about tobacco is:

8. If I made the laws about tobacco use, I would:

9. I was surprised to learn that smokeless tobacco:

10. People who smoke:

AMERICAN CANCER SOCIETY

TIP SHEET

The following are the different ways smokers have actually used in restraining themselves to live without cigarettes. Any one or several of these methods in combination might be helpful to you. Check the ones you like and from these develop your own restraining program.

1. Before you quit smoking, try wrapping your cigarettes with a sheet of paper like a Christmas present. Every time you want a cigarette, unwrap the pack and write down what you're doing; how you feel and how important this cigarette is to you. Do this for two weeks and you'll have cut down as well as have developed new insights into your smoking.
 2. If cigarettes give you an energy, try gum, modest exercise, a brisk walk or a new hobby. Avoid eating new foods that are high in calories.
 3. If cigarettes help you relax, try eating, drinking new beverages, or social activities within reasonable bounds.
 4. When you crave cigarettes, you must quit suddenly. Try smoking an excess of cigarettes for a day or two before you quit so that the taste of cigarettes is spoiled. Or, an opportune time to quit is when you are ill with a cold or influenza, and have lost your taste for cigarettes.
 5. On a 3" x 5" card, make a list of what you like and dislike about smoking. Add to it and read it daily.
 6. Make up a short list of luxuries you have wanted or items you would like to purchase for yourself or a loved one. Next to each item write down the cost. Now convert the cost to "packs of cigarettes." If you save money each day from packs of cigarettes, you will be able to purchase these items. Use a special "piggy" bank for saving your money or start a "Christmas Club" account at your bank.
 7. Never smoke after you get a craving for a cigarette until **three** minutes have passed since you got the urge. During that three minutes, change your thinking or activity. Telephone an ex-smoker, your buddy, or someone you can talk to until the craving subsides.
 8. Plan a memorable date for stopping. You might choose your vacation, New Year's Day, your birthday, a holiday, the birthday of your child, your anniversary. But, don't make the date so distant that you lose momentum.
 9. If you smoke under stress at work, pick a date for stopping when you will be away from your work, or at least under the least amount of stress.
 10. Decide whether you are going to stop suddenly or gradually. If it is to be gradual, work out a tapering system so that you have intermediate goals on your way to an "I.Q." day.
 11. Don't store up on cigarettes. Never buy by the carton. Wait until one pack is finished before you buy another.
 12. Never carry cigarettes with you at home or work. Keep your cigarettes as far from you as possible. Leave them with someone or lock them up.
 13. Until you quit, make yourself a "smoking corner" that is far from anything interesting. If you like to smoke with others, always smoke alone. If you like to smoke alone, always smoke with others, preferably if they are non-smokers. Never smoke while watching television.
 14. Never carry matches or a lighter with you.
 15. Put away your ashtrays or fill them with objects so they cannot be used for ashes. Plant flowers in them or fill with walnuts. The latter will give you something to do with your hands.
 16. Change your brand of cigarette weekly so you are always smoking a brand of lower tar and nicotine content than the week before.
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WHAT A SMOKING FRIENDS CAN DO TO HELP

1. There are so many things that friends enjoy doing together such as eating together, drinking together, and best of all, **SMOKING TOGETHER**.
 2. Your friend and family member has made a decision to quit smoking. It is one of the biggest and most fearful decisions they will ever make. **THEY NEED YOUR HELP THE MOST OF ALL**. It's bad enough having been nagged by society to quit. When they finally take the big step, they don't need friends encouraging them **back** to smoking; they need your help.
 3. Their physical, emotional, and spiritual health may be at stake if they continue to smoke. Please do all you can to set them up for **SUCCESS**.
 4. The first few weeks after a smoker quits smoking are when they are so vulnerable to having "just one cigarette" for old time's sake. Smoking has been a form of companionship, and they may feel a little guilty for not being able to smoke with you. **WOULD YOU PLEASE HELP THEM FIND ANOTHER FORM OF COMPANIONSHIP THAT YOU CAN STILL ENJOY TOGETHER?**
 5. During the first few days of nicotine withdrawal, another smoker's smoke can smell **DELICIOUS**...this is all that it takes to tempt the ex-smoker back to smoking. It won't kill **you** to step outside to smoke, but it might kill **them** if they go back to smoking when their health is at stake. **PLEASE DON'T SMOKE IN THEIR HOME OR CAR UNTIL THEY ARE SECURE WITHOUT THEIR CIGARETTES. YOU DO THIS, AND THEY WON'T BUG YOU ABOUT YOUR SMOKING.**
 6. If you are traveling in a car together, you can plan to take "smoking stops" along the way. The smell of a cigarette in a small enclosed area like a car can be too tempting. **PLEASE REMEMBER THAT ALL IT TAKES FOR US EX-SMOKERS TO GET STARTED ALL OVER AGAIN IS "ONE LITTLE PUFF."**
 7. If the smoker is having "grumpy days," please refrain from comments like, "Why don't you start smoking and be your nice ole self again?" because they might take you up on it because your friendship means a lot to them. But—you're fighting dirty; you might need to ask yourself **why** you resent their success. After all, they've pulled "the cigarette plug," and they may talk more and express their feelings more easily. **IF YOU ARE A TRUE FRIEND, YOU WILL ALLOW THEM THESE IMPERFECTIONS, AS THEY ALLOW YOURS.**
 8. Change is frightening to all of us—whether it is negative or **POSITIVE**. It is easier to stay in a comfortable rut where we feel safe. Actually, we aren't safe, we are only rusting away. Change can be challenging—it doesn't have to be frightening. It all depends on your attitude, **they have had to change their attitude to quit smoking**. **PLEASE ALLOW THEM THIS CHANGE. HELP THEM FEEL SECURE DURING THIS CHANGE!!**
 9. Make a pact with your friend. **You** make it easier for them to quit smoking and **they** will promise never to become a self-righteous ex-smoker.
 10. And what is the best of all—if and when you decide to quit smoking, your act of friendship and support during their crisis will always be remembered and appreciated. **THEY WILL BE A SUPPORTIVE FRIEND TO YOU IF YOU DECIDE TO QUIT SMOKING.**
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POSSIBLE SIDE EFFECTS OF WITHDRAWING FROM THE ADDITION OF NICOTINE

1. You may feel temporarily depressed and very lethargic. Remember, your body has been on a constant “upper” with nicotine. You are just coming “down” to the world of a non-smoker. Remember how you felt after that **first** cigarette—very high and dizzy and hyperactive? Although your body became accustomed to that feeling as you became addicted to nicotine, it is a jolt to come back down. Just keep reminding yourself that **YOU** are gaining back control of your body and nicotine no longer controls you.
 2. You may think you are having more “bad days” without your cigarettes. Remember that **not smoking** a cigarette is **not** why you are having a “bad” day; we all have “bad” days because life, unfortunately, doesn’t deal out all “good” days to **any** of us. On your “down” days, accomplish **little** chores and jobs; allow yourself this “down” day. Allowing ourselves this occasional rest not only refreshes the mind and body, but after accomplishing the little “pretty” chores, we are good and ready for the “up” days, and we feel good for having accomplished the little things that have been **needing** to be done.
 3. When the urge for a cigarette hits, remember, it will be over within three minutes. So, take three deep breaths (slowly). This will get more oxygen to the brain, which not only relaxes you, but enables you to think more clearly and to make the decision **not to smoke**. After the three minutes are up, you’ll be so glad you didn’t have that cigarette.
 4. While withdrawing, your mind will play tricks on you. Remember that your brain is conditioned by many years of smoking to have that cigarette with your coffee, after dinner, under stress, etc., and even though your **conscious** mind says, “I don’t want a cigarette,” your unconscious mind will say, “Oh, come on, just have one for old time’s sake.” This **first** cigarette is our most deadly enemy; once we take that **one** cigarette, nicotine is back in our body and the physical addiction starts all over again. So, take your deep breath, or quickly check your “substitute” list and conquer that temporary urge.
 5. People may say you **talk** too much without your cigarette. You bet! Instead of saying what we really thought when we smoked, we just stuck that cigarette in our mouths and shut ourselves up! Now we are facing life and reality without sticking the cigarette in our mouths and, of course, we’ll feel like expressing ourselves more. Remember that you may talk more, but you also are regaining good health, self-control and respect.
 6. If you should have other physical side effects that aren’t listed here, you should feel free to call a friend or another ex-smoker who will help you to understand the problem and to solve it.
 7. Another problem that might take a few weeks or months to correct is the side effect of constipation upon withdrawing from cigarettes. This can be easily corrected by taking a teaspoon of pure bran either in a salad, yogurt, ice cream or just with a glass of water. After your body metabolism has adjusted to the world of an ex-smoker, you will probably find this problem will naturally disappear.
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